



Ashley Ridge High

9800 Delemar Highway
Summerville, South

Grades	9-12 High School	
Enrollment	832 Students	
Principal	Karen Radcliffe	843-695-4900
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	7	14	0	0

* Ratings are calculated with data available by 04/02/2010.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	N/A	N/A	88.0%	82.8%	82.5%	82.6%
Passed 1 subtest (%)	N/A	N/A	8.6%	9.1%	10.7%	10.2%
Passed no subtests (%)	N/A	N/A	3.4%	8.8%	7.5%	7.9%

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	N/A	95.4%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	7	373
Number of Diplomas	0	283
Rate	0.0%	73.6%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	84.0	76.9
English 1	82.3	71.8
Physical Science	81.1	64.7
US History and the Constitution	37.5	51.3
All Tests	81.6	65.7

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=832)				
Retention rate	5.2%	N/A	4.4%	4.8%
Attendance rate	97.0%	N/A	96.0%	95.5%
Eligible for gifted and talented	13.2%	N/A	14.3%	9.2%
With disabilities other than speech	9.9%	N/A	9.9%	12.6%
Older than usual for grade	9.4%	N/A	6.3%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	6.7%	N/R	1.2%	1.2%
Enrolled in AP/IB programs	0.0%	N/R	20.8%	13.2%
Successful on AP/IB exams	56.1%	N/A	62.2%	55.6%
Eligible for LIFE Scholarship	N/R	N/R	32.2%	29.8%
Annual dropout rate	N/A	N/A	3.6%	3.5%
Career/technology students in co-curricular organizations	1.3%	N/A	3.1%	3.0%
Enrollment in career/technology courses	426	N/A	809	523
Students participating in work-based experiences	17.8%	N/A	17.7%	12.9%
Career/technology students attaining technical skills	85.8%	N/A	81.7%	79.3%
Career/technology completers placed	N/A	N/A	99.2%	98.8%
Teachers (n=50)				
Teachers with advanced degrees	70.0%	N/A	62.1%	58.6%
Continuing contract teachers	80.0%	N/A	72.7%	71.6%
Teachers with emergency or provisional certificates	2.2%	N/A	6.7%	8.1%
Teachers returning from previous year	N/A	N/A	86.3%	85.0%
Teacher attendance rate	94.0%	N/R	95.4%	95.5%
Average teacher salary*	\$49,216	I/S	\$48,594	\$47,761
Professional development days/teacher	7.5 days	N/R	9.4 days	10.8 days
School				
Principal's years at school	1.0	N/R	3.0	3.0
Student-teacher ratio in core subjects	24.6 to 1	N/R	26.7 to 1	26.1 to 1
Prime instructional time	90.1%	N/R	90.6%	89.8%
Dollars spent per pupil**	N/A	N/A	\$6,872	\$7,883
Percent of expenditures for teacher salaries**	N/A	N/A	57.3%	54.1%
Percent of expenditures for instruction**	N/A	N/A	63.3%	60.2%
Opportunities in the arts	Excellent	N/R	Excellent	Excellent
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	97.8%	95.8%
Character development program	Below Average	N/R	Good	Good
Modern language program assessment	N/A	N/A	Excellent	Average
Classical language program assessment	N/A	N/A	Good	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	N/A	N/A	1100	81.6%	7	N/A	N/A
Gender							
Male	N/A	N/A	591	82.2%	N/A	N/A	N/A
Female	N/A	N/A	509	80.9%	N/A	N/A	N/A
Racial/Ethnic Group							
White	N/A	N/A	754	86.7%	N/A	N/A	N/A
African American	N/A	N/A	296	68.6%	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	17	70.6%	N/A	N/A	N/A
Hispanic	N/A	N/A	29	86.2%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	79	58.2%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	N/A	N/A	312	69.2%	N/A	N/A	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

One year, indeed, does a difference make. Out along Highway 165, a learning community was launched. Ashley Ridge High School—comprised of enthusiastic 9th and 10th graders, a devoted staff, and a welcoming community—became a homogenous organization, energetically pursuing superior academic achievement, excellence in the arts, athletic success, and rewarding community service. Our Ashley Ridge family quickly recognized our responsibility for our success and embraced the challenge to foster a strong student-centered learning environment. Through everyone’s exceptional efforts, our first year at Ashley Ridge began what will become an amazing journey.

Ashley Ridge High School spent this first year celebrating a variety of “firsts.” Many students had their art work recognized at the Coastal Carolina Fair, and our Level 3 Quest team placed 4th in the Low Country. The AFJROTC program was named a Distinguished Unit, and our two AFJROTC instructors were named Outstanding Instructors by the Air Force. One of our science teachers was named Outstanding Earth Science Teacher for the state of South Carolina. A special education student from Ashley Ridge was named the Mayor’s Student of the Year. In 13 different sports, we fielded varsity teams. The boys’ cross-country team placed 10th in the state, the cheerleading team placed 6th in the state, the boys’ soccer team ended their season ranked 6th in the state, a pole-vaulter placed 2nd in the state, and the boys’ golf team was 11th in the state. Our softball team won the very first region title for Ashley Ridge, and one of the players was named to the All-State team.

At Ashley Ridge High School, we are committed to producing good citizens. Our clubs and student government contributed hundreds of hours and donated thousands of dollars to local and national organizations. At our first annual Swamp Fest, students hosted over 150 special needs students who joined us for a morning of interactive games, food, music, and camaraderie. Our young Swamp Foxes came away from the experience as more knowledgeable and stronger advocates for fellow students facing special challenges. The local SPCA, the Low Country Food Bank, Children in Crisis, and the Cancer Society are a few of the local charities that have benefited from the generosity of the students at Ashley Ridge.

Of course, Ashley Ridge High School faces many challenges as we continue to strive for excellence and work to provide a safe environment that promotes learning and allows for the building of relationships. We will enhance our Swamp Fox Freshmen Academy during the upcoming year. Our faculty will create a strong professional learning community that ensures quality instruction and assessment in all courses offered at Ashley Ridge. We will continually raise our expectations for academic excellence at Ashley Ridge. With great excitement we look forward to our second year. We’ve had a truly inspiring inaugural year to remember at Ashley Ridge High School.

Karen Radcliffe, Principal
Jodi Brelsford, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	59	6	7
Percent satisfied with learning environment	100.0%	I/S	I/S
Percent satisfied with social and physical environment	100.0%	I/S	I/S
Percent satisfied with school-home relations	98.3%	I/S	I/S

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress

NO

This school met 13 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

N/A

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	0.2%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	350	100	6.3	29.9	34.4	29.3	77	69.3	61.8	Yes	Yes
Male	195	100	7.6	31	32.6	28.8	74.5	65.5	57.4	N/A	N/A
Female	155	100	4.8	28.6	36.7	29.9	80.3	73.1	66.1	N/A	N/A
White	250	100	3.4	28.2	34	34.5	81.9	76.8	74.3	Yes	Yes
African American	86	100	13.9	36.7	34.2	15.2	63.3	54.2	44.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	73.3	77.4	I/S	I/S
Hispanic	12	100	8.3	25	41.7	25	75	62.2	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	26	100	40	48	12	0	28	22.1	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	21.4	38.5	I/S	I/S
Subsized meals	87	100	12.3	42	33.3	12.3	61.7	53.6	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	350	100	8.8	25.7	31.4	34.1	77.9	69.6	62.7	Yes	Yes
Male	195	100	9.2	25.5	29.3	35.9	79.3	70.1	61.8	N/A	N/A
Female	155	100	8.2	25.9	34	32	76.2	69.2	63.6	N/A	N/A
White	250	100	4.6	24.8	29.8	40.8	84.5	77.4	75.1	Yes	Yes
African American	86	100	19	30.4	35.4	15.2	59.5	52.4	45.1	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	80	83.8	I/S	I/S
Hispanic	12	100	25	0	41.7	33.3	75	71.1	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	26	100	56	20	24	0	28	24.3	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	35.7	52.3	I/S	I/S
Subsized meals	87	100	22.2	28.4	35.8	13.6	64.2	53.3	47.9	No	Yes

Physical Science (End-of-Course Test performance by Group)											
All Students	349	90.8	34.4	22.3	18.3	15.8	34.1	N/A	N/A	N/A	N/A
Male	194	89.7	30.4	22.7	17.0	19.6	36.6	N/A	N/A	N/A	N/A
Female	155	92.3	39.4	21.9	20.0	11.0	31.0	N/A	N/A	N/A	N/A
White	250	90.8	26.4	23.2	21.6	19.6	41.2	N/A	N/A	N/A	N/A
African American	85	90.6	55.3	20.0	9.4	5.9	15.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	12	91.7	50.0	16.7	16.7	8.3	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	25	88.0	64.0	20.0	4.0	N/A	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	86	90.7	52.3	23.3	7.0	8.1	15.1	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2008	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2009	350	100	6.3	29.9	34.4	29.3	77	69.3	61.8

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2008	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2009	350	100	8.8	25.7	31.4	34.1	77.9	69.6	62.7

* Adjusted to account for natural variation in performance.